

Interactional Frames in a Literary Work: Multiple Levels of Interaction

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Road Map

1. Goals
2. Background
 - Fillmore's frames
 - Data: The Little Prince
3. Data Analysis
4. Discussion
 - Findings of Analysis
 - Capturing Multiple Levels of **Interaction**
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Goals

1. Understand multiple levels of **interaction**
 - a. Analyze short literary text to determine “how we conceptualize what is going on between...the author and the reader”.
 - b. Consider the ways that different translations treat the **interaction** between the author and the reader(s).
2. Consider how language resource developers can capture the different levels of interaction, specifically, **which type of frame, cognitive frames or interactional frames**, capture these levels of **interaction**?

Fillmore (1982): Two Types of Frames

“We have both cognitive frames and **interactional frames**, the latter having to do with **how we conceptualize what is going on between the speaker and the hearer, or the author and the reader.**”

cf. “grammatical constructions evoke semantic, pragmatic, or **interactional** frames on their own” (Fillmore & Baker 2010:338)

About *The Little Prince*

Author: Antoine de Saint-Exupéry

Translator: Katherine Woods (worked with Saint-Exupery in NY)

Publisher: New York, Reynal & Hitchcock

Date of Publication: 1943; **Languages:** English, French

Publisher: Paris, Éditions Gallimard

Date of Publication: 1945; **Languages:** French

Translated into 300 languages!

About *The Little Prince*

Hebrew:

Translation: from French (1952)

Translator: Aryeh Lerner

Japanese:

Translation: from French (2005)

Translator: Natsuki Ikezawa

The Little Prince



To Leon Werth

I ask the indulgence of the children who may read this book for dedicating it to a grown-up. I have a serious reason: he is the best friend I have in the world. I have another reason: this grown-up understands everything, even books about children. I have a third reason: he lives in France where he is hungry and cold. He needs cheering up. If all these reasons are not enough, I will dedicate the book to the child from whom this grown-up grew. All grown-ups were once children-- although few of them remember it. And so I correct my dedication:

To Leon Werth
when he was a little boy

Dedication

To Leon Werth

I ask the indulgence of the children who may read this book for dedicating it to a grown-up. I have a serious reason: he is the best friend I have in the world. I have another reason: this grown-up understands everything, even books about children. I have a third reason: he lives in France where he is hungry and cold. He needs cheering up. If all these reasons are not enough, I will dedicate the book to the child from whom this grown-up grew. All grown-ups were once children — although few of them remember it. And so I correct my dedication:

To Leon Werth
when he was a little boy

The Little Prince: Dedication

To Leon Werth

Version # 1

-
-
-
-

To Leon Werth
when he was a little boy

Version # 2

Questions: How do we conceptualize...

1. what is going on between Saint-Exupéry and Werth?
2. what is going on between Saint-Exupéry and the adult reader?
3. what is going on between Saint-Exupéry and the child reader?

Analysis: Dedication - Version 1

English: To Leon Werth

Japanese: reon ueruto ni

Leon Werth DAT

'To Leon Werth'

Hebrew: lə-yəḏidi ha-yakar leon vert

to-friend-my def-dear Leon Werth

'to my dear friend Leon Werth'

Analysis: Dedication - Version 2

English: To Leon Werth when he was a little boy

Japanese: chísana otoko-no-ko datta toki no reon ueroto ni
small boy COP PAST time GEN Leon Werth DAT

Literal: 'To Leon Werth of the time in which (he) was a small boy'

Hebrew: lə-yədidi leon vert

to-friend-my Leon Werth

bə-ʃa'a ʃe-haya yeled katan (at-time that-he was boy small)

'To my (~~dear~~) friend Leon Werth when he was a small boy'.

Initial Findings: Dedication(s)

- “frame(s)” the text
- two versions
 - Leon Werth, the adult
 - Leon Werth, the child
- English & Japanese: simple and straightforward
- Hebrew: frames the dedicatee as a “dear friend” of the author (n.b. drops “dear” in Version 2)

Overview: Text “within” Dedication

Adult-like language:

1. “I ask the indulgence of....” (vs. I’m sorry that..., Forgive me for...)
2. Sophisticated Logic
 - If-then sentence structure
 - support for choice, despite simple S-structure

Child-like language:

3. Simple sentence structure
 - I have a serious reason...I have another reason....I have a third reason
4. Word Choice
 - grown-ups (vs. adults)
 - little boy (vs. child)

Examples from Text “within” Dedication

1. “I ask the indulgence of....”
2. "If all these reasons are not enough, ..."
3. "I have another reason: this grown-up understands everything, even books about children."
4. "All grown-ups were once children - although few of them remember it."

Text “within” Dedication: English (1)

I **ask** the indulgence of the children who may read this book for dedicating it to a grown-up.

Text “within” Dedication: Japanese (1)

kono hon o hitori no otona ni sasageru koto o
this book ACC one-person GEN adult DAT dedicate thing ACC

yurushite hoshii, to boku wa kodomo-tachi ni onegai-suru
forgive want/need COMP I TOP children DAT request-make

‘I **BEG** children, “I want (you) to forgive (me) that (I) dedicate this book to an adult”.’

Text “within” Dedication: Hebrew (1)

itxem ha-slixa yəladim al ki
with-you the-pardon children on because

hikdafti sefer ze lə-adam məvugar
I-dedicated book this to-person adult

‘Apologies, children, that I dedicated this book to an adult.’

Evoked Frames

Language	Main Predicate	Frame of Predicate
English	ASK indulgence	Request
Japanese	ONEGAI-SURU – beg	Request
Hebrew	SLIXA – apology.n	*Apology

“Framing” a Speech Act

Language	Speech Act	Lexical Unit
English	Request	ask.v
Japanese	Request	onégai-suru - ‘beg’
Hebrew	Apology	ha-slixa.n - ‘the apology’

Text “within” Dedication - English (2)

Conditional Construction - English: If X, Y

X = Condition:	If all these reasons are not enough,
Y= Response Action:	I will dedicate the book to the child from whom this grown-up grew.

Text “within” Dedication - Hebrew (2)

Conditional Construction - Hebrew: ...‘im - ‘if

...’ax but	im kol ha-tə’amim if all the-reasons	halalu eyn bahem kdei these NEG in-them in orderto-place	le-haniax to-place	et ha-da’at OBJ the-mind
harei-ni after all-I	muxan ha-yeled “prepared and-invited” the-boy	u-məzuman ləhakdij to-dedicateOBJ	et the-book	ha-sefer to-same
je-gadal who-grew	və-haya and-was	li-yədidi to-friend-my	bəhagi’o in-reaching-his	ləgil to-age
				ha-bagrut the-maturity

‘But, if all these reasons are not enough to rest your mind, I **am ready** to dedicate the book to **the same** boy who grew up **and became my friend upon reaching the age of maturity.**’

Text “within” Dedication - Japanese (2)

Conditional Construction - Japanese: X **nara** Y

kore dake no riyû o age temo tari nai yô **nara**,
this much GEN reason ACC list CONCESS suffice NEG seem COND

boku wa kono hon o yagate kare ni naru hazu no
I TOP this book ACC eventually he GOAL become supposed.to GEN

kodomo ni sasageru koto ni suru
child GOAL dedicate thing DAT do

‘If **GIVING** all these reasons is not enough, I **shall** dedicate this book to **the child who will eventually become 'him'.**’

Japanese: Conditional Sentence

X nara, Y

X = Condition: If **GIVING** all these reasons are not enough,

Y = Response Action: I shall dedicate this book to the child who will later become 'him'.

Findings: Conditional Sentence

	English	Hebrew	Japanese
Intention	will dedicate	am ready to dedicate	shall dedicate
Perspective	this grown-up	the same child	the child
Verb Phrase	grew from the child	...grew up and became my friend on reaching the age of maturity	... will eventually become him

Mental Space **Viewpoint** Shifts

3. "I have another reason: this grown-up understands everything, even books about children."
 - Asks children to take adult's perspective
4. "All grown-ups were once children - although few of them remember it."
 - Asks adults to take child's perspective

Findings: Text “within” Dedication

1. “I ask the indulgence of....”
 - Request in E & J; Apology in H
2. "If all these reasons are not enough, ..."
 - Initiates a negotiation, rather than, e.g. evoking Statement
3. "I have another reason: this grown-up understands everything, even books about children."
 - Asks children to take adult's perspective
4. "All grown-up were once children - although few of them remember it."
 - Asks adults to take child's perspective

Dedication vs. Internal Text

Both reveal **levels of interaction**, albeit different ones.

- Dedication

- Werth, the adult
- Werth, the child

- Internal Text

- Adults
- Children

Questions: How do we conceptualize...

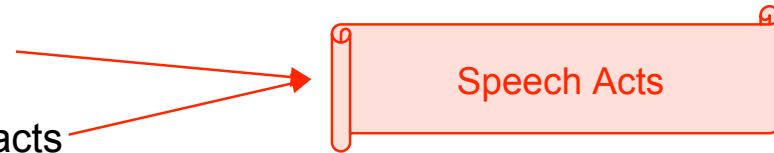
1. what is going on between Saint-Exupéry and Werth?
2. what is going on between Saint-Exupéry and the adult reader?
3. what is going on between Saint-Exupéry and the child reader?

Toward Answers

- **Dedication:** moves from adult to child, also foreshadowing what happens in the text within two versions of the dedication
 - Author knows Werth as adult and acknowledges him as once a child; Hebrew evokes **intimacy** explicitly (in Version # 1)
- **Text:** moves between adult-like language and child-like language, confirming potential for both types of readers
 - Author's odd use of conditional construction creates a fabricated concession for any reader based on said reader's **emotional reaction**
 - Author asks all readers to take the **perspective of other possible readers**, requiring **mental space** viewpoint shift

Multiple levels of interaction as Interactional Frames

- Dedication:
 - Intimacy frame evoked in Hebrew (Version 1, only)
- “I ask the indulgence of....” (vs. I’m sorry that..., Forgive me for...)
 - Request in English and Japanese
 - Apology in Hebrew
 - Interactional frames capture speech acts
- "If all these reasons are not enough..."
 - English, Japanese, and Hebrew express a negotiation with a conditional form, without explicitly evoking a Negotiation frame



Multiple levels of **Interaction** as Frames

- "I have another reason: this grown-up understands everything, even books about children."
 - Mental Space making - **Asks** child to take adult's perspective
- "All grown-ups were once children - although few of them remember it."
 - Mental Space making - **Asks** adult to take child's perspective

Are the required frames cognitive frames or interactional frames?

Summary

- Analyzed short literary text in three different languages to understand **multiple levels of interaction** between author and reader(s)
- Suggested that what author framed as a dedication may not really be one
- Showed that languages may frame an interaction in terms of different cognitive frames, yet capture the same type of **interactional frame** (speech act)
- Identified odd use of conditional CxN illustrating critical **interactional information**; found instances of mental space making
- Illustrated suitability of **interactional frames** for understanding and characterizing the **multiple levels of interaction** in this short literary text

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Thanks!